

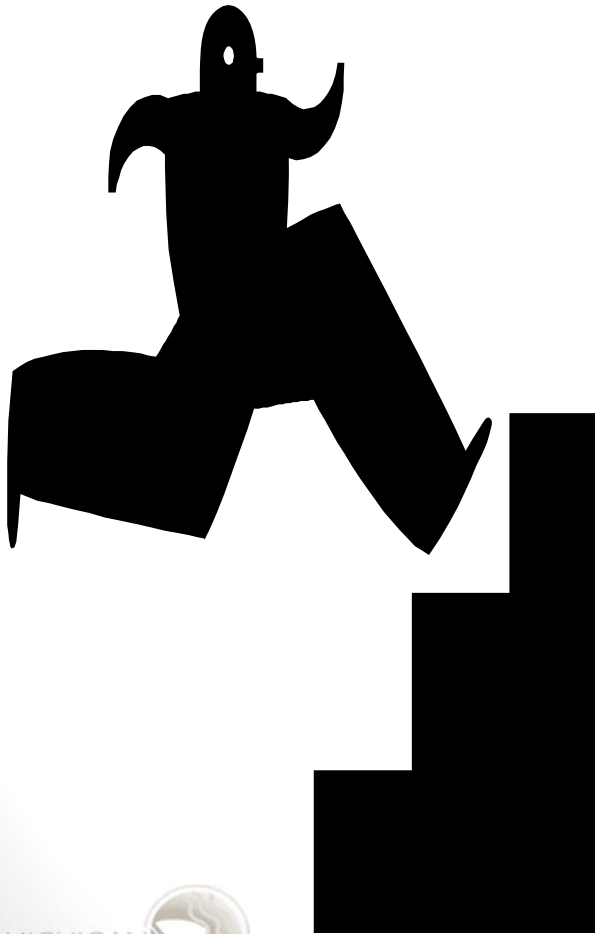
# **Got FAME? It Does Assessment Practice Good**

Michigan School Testing Conference  
February 2014

# Session Topics

- What is the formative assessment process and how does it fit into a balanced assessment system?
- How have MDE and Muskegon ISD worked collaboratively to build formative assessment practices? What can be learned to apply to your setting?
- What is Muskegon ISD learning about the assessment practices in the districts they serve?
- What's next?

# Comprehensive Balanced Assessment System



## Aligned to Content Standards

MEAP /MME/MI-Access/End of Course  
Summative – Assessment **of** Learning  
Are students proficient?

Interim/Benchmark Assessments  
Short-Cycle Summative Assessments  
Did students learn the important parts of this unit?

Classroom Assessment Practices  
Formative – Assessment **for** Learning  
Did the student learn what I *just* taught them?  
Teacher - How can I change my teaching tactics?  
Student – How can I change my learning tactics?

# FAME Project Goal

“Working collaboratively, educators will learn, implement, and reflect on the formative assessment process in order to guide student learning and teachers’ instructional practices.”



# How do we accomplish?



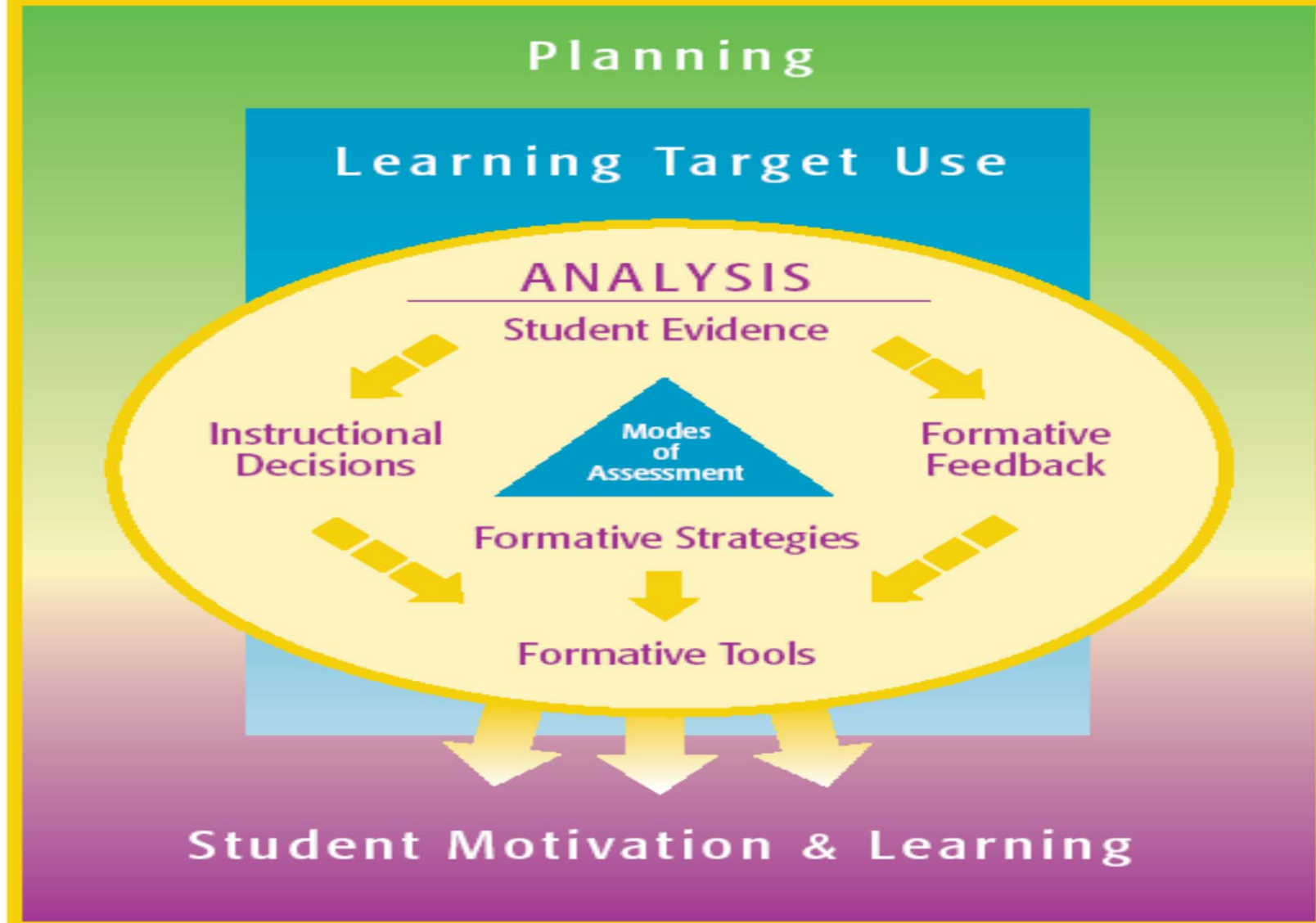
- Learning team model of 6-8 classroom teachers led by a coach/facilitator
- Administrator engagement encouraged

# How does FAME define the formative assessment process?

“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”

(CCSSO FAST SCASS Project, 2006)

# The Formative Assessment Process



# Training Resources

**FREE!**

- F2F Session-“Launching into Learning”
- Formative Assessment Learning Guide
- Access to Online Resources
- Coach Training
  - Cognitive Coaching Seminars®
  - Adaptive Schools Foundation Seminar
- MDE and FAME Regional Lead Support



# More FAME Project Information



Michigan  
Department of Education



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## Welcome to the

## Bureau of Assessment and Accountability (BAA)

Below you will find information on state and national assessments and various state accountability reports and information.

### ASSESSMENTS

[Content Expectations](#) Grade Level Content Expectations and Extended Grade Level Content Expectations are learning outcomes expected of all students.

[ELPA](#) (English Language Proficiency Assessment) is for K-12 students eligible for English language learner (ELL) services.

[EXPLORE PLAN Pilot Program](#) Pilot project offering the PLAN assessment to all grade 8 students and the PLAN assessment to all grade 10 students.

[Interim Assessments](#) will be online pre/post assessments for specific K-8 grade content areas and high school level

### ACCOUNTABILITY

[Accountability](#) measures of student achievement and school performance based on statewide assessments and other academic indicators as required under state and federal law.

[BAA Professional Learning](#) is the home to the BAA Web Conference Series with web cast regarding Accountability, ELPA, MEAP, MEAP-Access, MI-Access, MME and much more.

[EducationYes!](#) measures school accreditation system based on student achievement and schools' self-assessment

Education

## Student Assessment

Accountability
Adequate Yearly Progress
Annual Measurable Achievement Objectives (AMAO)
BAA Learning
BAA Secure Site
Beating the Odds
Accreditation
Educator Evaluations
Evaluation and Strategic Research
Focus Schools
<b>Formative Assessment Process</b>
Interim Assessments
Kindergarten Entry Assessment (KEA)
MI-Access
Michigan Educational Assessment Program (MEAP)
MEAP-Access

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### ***Formative Assessment for Michigan Educators (FAME)***

***"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes"***

*CCSSO FAST SCASS Austin, Texas October 2006*

#### **What's New**

- [FAME Team Expectations](#) **PDF**
- [FAME 2013-14 Training Dates and Locations](#) **PDF**  
Revised August 2013

#### **FAME Project**

- [Formative Assessment for Michigan Educators-The State Perspective](#) **PDF**  
This 2013 MSTC session described the current professional development project, related research efforts, and describes the opportunities for Michigan schools and educators to be involved.
- [Formative Assessment for Michigan Educators-The District Perspective](#) **PDF**  
This 2013 MSTC session shared a manner in which FAME has worked on formative assessment practices within Flat Rock Community Schools, Simpson Middle School and has impacted teachers' instructional practices and students' achievement.
- [Where's FAME in Michigan?](#) **PPT**  
For more information about the FAME project, please contact Dr. Erika Bolig, Education Assessment Specialist, MDE/BAA at 517.241.6397, email: [bolige@michigan.gov](mailto:bolige@michigan.gov) or Kimberly Young, Education Assessment Specialist, MDE/BAA at 517.373.0988, email [youngk1@michigan.gov](mailto:youngk1@michigan.gov).

#### **Research Related Support Links**

#### **MDE Quick Links**

- Contact MDE
- Michigan Online Resources for Educators
- Michigan eLibrary (MeL)
- ISD Financial Reports
- Directory of Schools
- Notices & Public Comments

Superintendent's Podcast



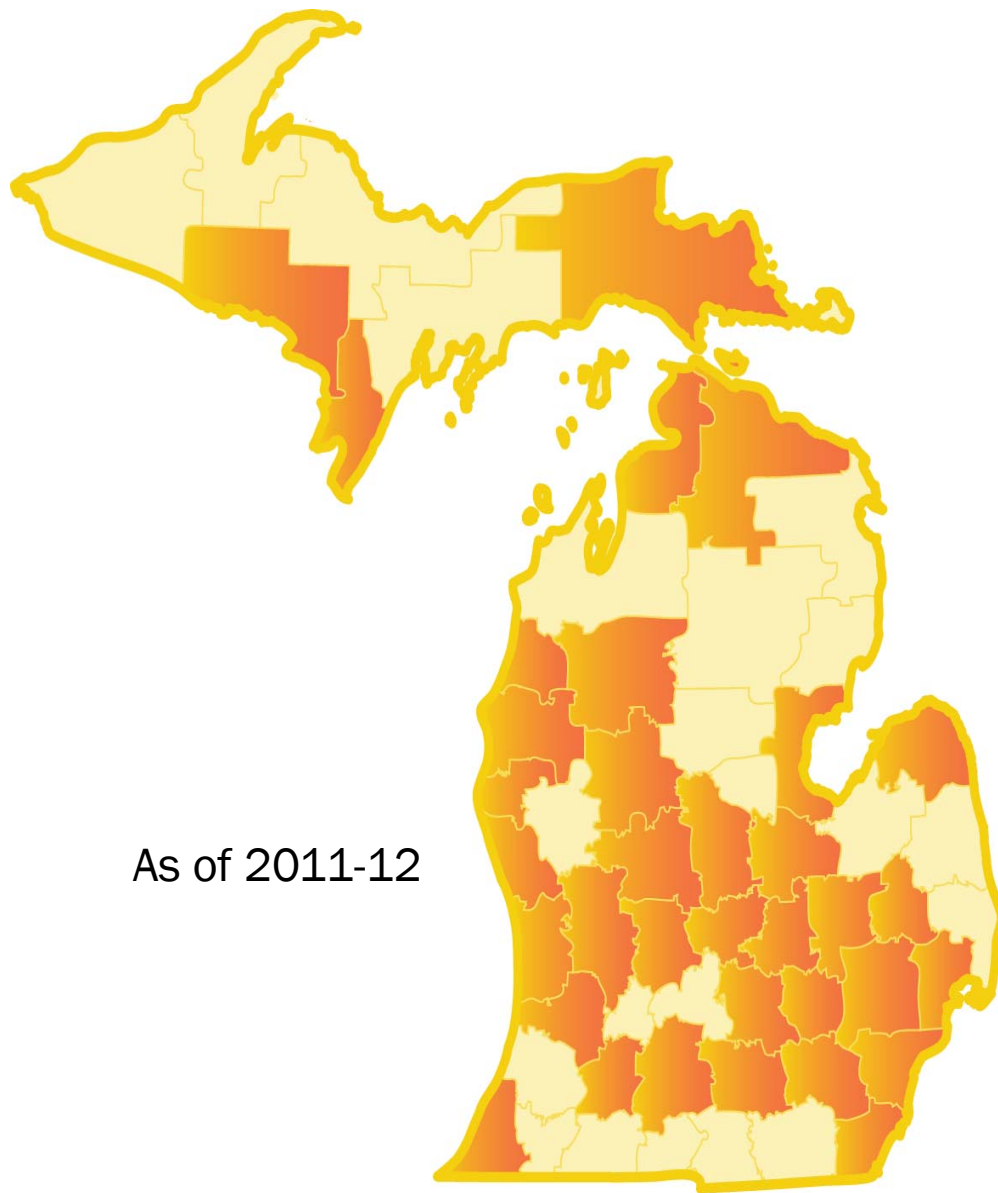
MI Education Fast Facts

**PDF**

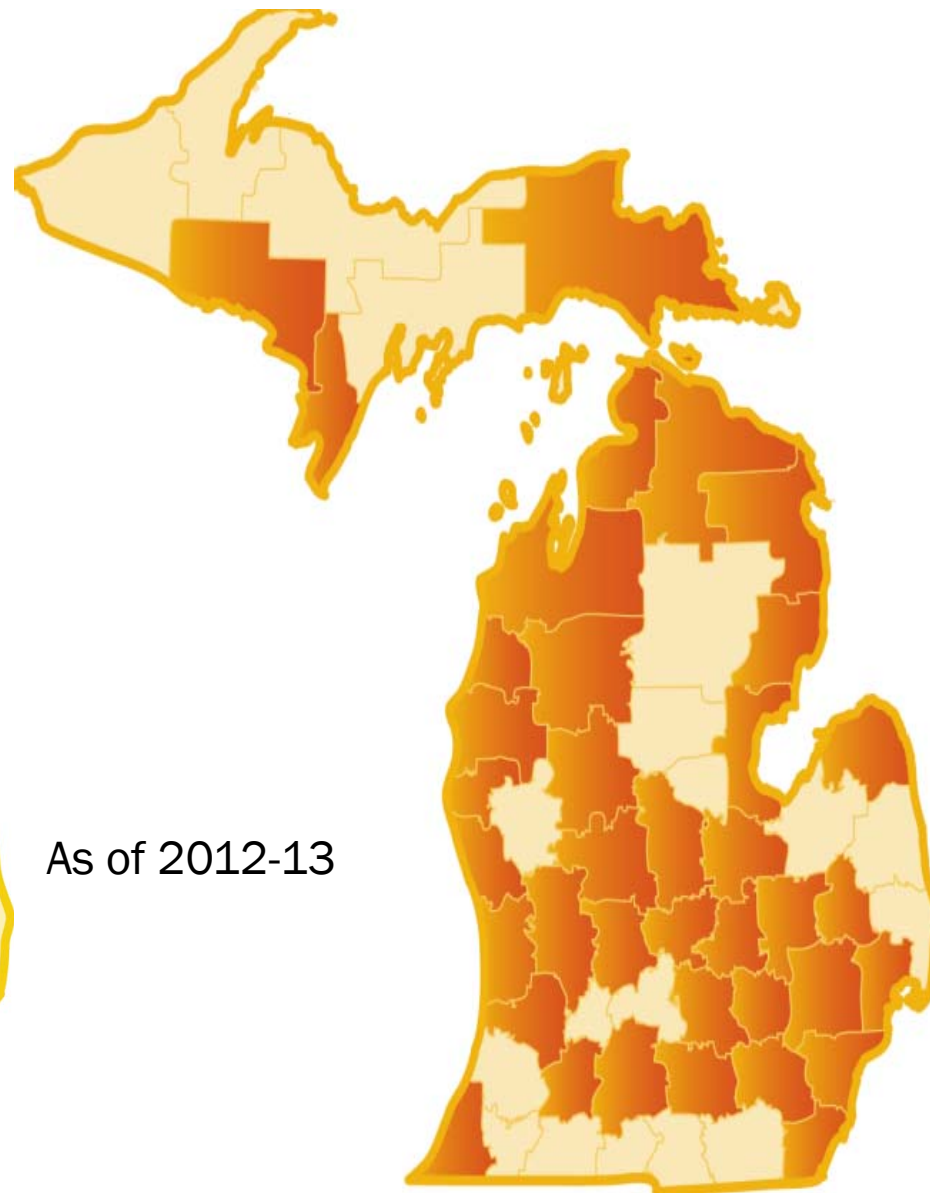
# FAME Project By the Coach Numbers

School Year	08-09	09-10	10-11		11-12		12-13*		13-14	
Coaches	35	100	63	32	61	61	64	96	100	104
			Yr 1	Yr 2+	Yr 1	Yr 2+	Yr 1	Yr 2+	Yr 1	Yr 2+

\*10 Regional Lead Team



As of 2011-12



As of 2012-13

**FAME: Formative Assessment for Michigan Educators  
Coaches and Teams**



BASED ON ALL THE HEAD TILTS,  
MAYBE I'D BETTER EXPLAIN  
THIS AGAIN...



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PARISI / 6-18

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# FAME: Muskegon

## Muskegon County Structure & Support

*NOT A BLUEPRINT –  
but what worked for us*

# FAME: Muskegon

## How we got started: 2009-10

A Year to...

- Learn
- Collaborate
- Plan
- Recruit

# FAME: Muskegon

## Planning for Success:

- MAISD Vision & Key Design Considerations
- Upper level MAISD administration commitment
- Muskegon County Superintendents' Goal



# Muskegon County Superintendents' Goal 2009-2012

In a focused effort to create a sense of urgency for improving student achievement, educators within the MAISD will use student achievement data analysis and **formative assessment** to change instructional practices to improve student learning.

# FAME: Muskegon

## Long Range Plan:

- Mapping of a four-year plan
- Training for MAISD Instructional Services Consultants
- Training for Learning Team Coaches
- Training for Administrators

# FAME: Muskegon

## Administrative Academy Topics:

- Balanced Assessment Systems
- Understanding and Using Learning Targets
- Promoting Intentional Use of Formative Assessment Strategies and Tools
- Support effective assessment practices through observation and formative feedback
- Effective Communication of Assessment Information

# FAME: Muskegon

## 2010-2011:

- 13 Muskegon County coaches (including all MAISD Instructional Services Consultants)
- 30 MAISD Administrative Academy Participants

## 2011-2012:

- 17 *new* Muskegon County coaches and
- 11 *returning coaches*
- 26 Administrative Academy Participants

## 2012-2013:

- 19 *new* Muskegon County coaches and
- 19 *returning coaches*

## 2013-2014:

- 21 *new* Muskegon County coaches and
- 25 *returning coaches*
- Administrative Academy in Progress

# **FAME: Muskegon**

**What it looks like**

# FAME: Muskegon

## Leadership Team

**Dave Krebs**, Director of Instructional Services  
*Program Direction*

**Alecia Hoppa**, School Improvement & MTSS consultant  
*MDE Regional Lead*  
*New Coach Support*

**David Klemm**, Social Studies & Special Projects  
**Consultant**  
*Returning Coach Support*

# FAME: Muskegon

## MAISD Support

- Navigation of application & registration process
  - Recruiting and registering coaches
  - Registering learning team for a launch
  - Ongoing dialogue with MDE/Districts
- Orientation to the program
- Connection with administrators
  - Structures and support for learning teams
  - Role of administrator
    - Learning team member
    - Supporter

# FAME: Muskegon

## MAISD Coaches Training

- New coaches attend a three day *Coaches Training* focused on facilitation skills
  - *Day 1 is prior to the learning team launch*
  - *Days 2 & 3 continue into the fall and winter*
- Coaches and their learning teams attend a *Launch into Learning*
- New and returning coaches attend a *Dinner & Dialogue* session



# FAME: Muskegon

## MAISD Ongoing Support

- Coaches & Learning teams
  - Email & phone check-ins
  - Face-to-face check ins
  - Attending learning team meetings
  - Goal setting conversations
- Curriculum Specialists
  - FAME is a standing topic on monthly agendas

# FAME: Muskegon

## Where are we now:

- FAME has become part of our regular duties and services to districts
- Assessment literacy improves in the county each year

# FAME: Muskegon

## Where are we now:

- Coaches are coming in more and more prepared
- Buildings are adding more and more teams every year
- Administrators are asking and debating about what building to add next and how to add more than one team per building
- High School wide initiative

# FAME: Muskegon

## Where are we now:

- Third and fourth year teams are now moving into new conversations about classroom assessment
- Continuing conversations with administrative academy on assessment literacy

# FAME: Muskegon

## *What Muskegon teachers say about ...*

- Impact on Student Learning
- Impact on Teacher Practice
- Being a part of Learning Team.

# Student Learning

“When I use the formative assessment process, students have more ownership of their learning. It eliminates the passivity in the classroom when students have to reflect upon how and why they learn. Students must examine what they know and how they are learning. It also gives them opportunities to seek help.”

# Student Learning

“Students no longer have to worry about the format of the assignment, they concentrate on mastering the material within.”

# Student Learning

“Student learning has changed because students now have to think about their own learning, and how they are going to gain the knowledge of the objectives that are being presented.”



# Student Learning

“Students must actively attack their own progression within a class, they no longer have the passive option.”

# Teacher Practice

“The practice of teaching within the classroom has evolved greatly throughout the process.

The largest mutations have occurred in planning and preparation of how to introduce and reinforce student friendly learning targets.

I have found that the clearer the objective and the standard, the better and more precise student work has become....which has equaled an increase in grades, understanding and student success and confidence.”

# Teacher Practice

“A large aspect of the formative assessment has been through self-assessing.

Many of the assessments that are now built into my lessons show the students where they are having difficulty.”

# Teacher Practice

“I have spent more time looking at the plans that I have for class, finding where formative assessment might be used in the class period, and how specifically I will use it.”

# Being Part of a Learning Team

“At first, I thought the Learning Team was way too detailed and overly analytic. However, the whole focus of the team is to improve the craft of teaching. You focus more on getting students to learn rather than on getting students to simply perform a task. Being on a committee like this makes me examine what I really want in my classroom, both from my students and from myself.”

# Being Part of a Learning Team

“The Learning Team allows you to hear and see others ideas, share your own, learn from each others success and mistakes. This allows growth to all involved in the process.”

# Being Part of a Learning Team

“Good discussions of what and how teachers were using formative assessment in class has been the strongest reason for the learning team as well as having a knowledgeable leader to guide us in the discussion.”

# Being Part of a Learning Team

“This process has me constantly questioning and contemplating the best way to assure student learning and comprehension.

Learning is a Continuous Process.”



# FAME: Muskegon

## Where are we going:

- Continue to add new teams for 2014-2015
- Continue to look at the school-wide model (evaluating how it went this year)
- Contemplating new conversations around balanced assessment for veteran teams
- ???????

# FAME: Muskegon

## Thanks To:

- MDE
- Measured Progress
- District Administrators
- Coaches and Teams

# FAME: Muskegon

## Our Journey with FAME

*NOT A BLUEPRINT – but what works for us*

# Interested in 2014-15 FAME?



# Contact Information

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